FUNCTIONAL INDEPENDENCE ENGLISH LANGUAGE ARTS
EXTENDED GRADE LEVEL CONTENT EXPECTATIONS
GRADE 8

Grade 8 Grade Level Content Expectation (GLCE)	Grade 8 Extended Grade Level Content Expectation (EGLCE)	Level Assessed Classroom/LEA/ISD
WORD STUDY		
R.WS.08.01 Use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.	**R.WS.08.EG01** Utilize letter and word level clues, semantic, and syntactic cues to recognize words and will be able to recognize frequently encountered words in text even when those words are encountered out of context.	Classroom/LEA/ISD
R.WS.08.02 Use structural, syntactic, and semantic analysis to recognize unfamiliar words in context (e.g., idioms, analogies, metaphors, and similes to infer, history of the English language, common word origins, syllabication).	**R.WS.08.EG02** Use structural, semantic, and syntactic cues to automatically read frequently encountered words, decode unknown words, and decide meaning including multiple meaning words (e.g., letter/sound, rimes, base words, affixes).	Classroom/LEA/ISD
R.WS.08.03 Recognize frequently encountered words automatically ("automatically" should be defined in the glossary).	**R.WS.08.EG03** Read automatically by sight the 1000 Dolch first words and other frequently encountered vocabulary.	Classroom/LEA/ISD
R.WS.08.04 Know the meaning of frequently encountered words in written and oral contexts (research to support specific words).	**R.WS.08.EG04** Know the meanings of words encountered frequently in grade level reading and oral language contexts.	Classroom/LEA/ISD
R.WS.08.05 Apply strategies to construct meaning and identify unknown words.	**R.WS.08.EG05** Apply strategies to construct meaning, self-monitor, and identify unknown words or word parts using —knowledge of language —sound/symbol/structural relationships —context.	Classroom/LEA/ISD

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R.WS.08.06 Read fluently eighth grade level texts (increasingly demanding texts read with fluency as the year proceeds).	**R.WS.08.EG06** Apply the following aspects of fluency —pauses and emphasis —punctuation cues —intonation and —recognition of identified grade level appropriate specific words and sight words while reading aloud a familiar grade level text.	Classroom/LEA/ISD
R.WS.08.07 Use strategies (e.g., prior knowledge, text features, structures) and authentic content–related resources to determine the meaning of words and phrases in context (e.g., historical terms, content area vocabulary, literary terms).	**R.WS.08.EG07** Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	Classroom/LEA/ISD
NARRATIVE TEXT		
R.NT.08.01 Investigate through classic and contemporary literature recognized for quality and literary merit various examples of distortion and stereotypes such as those associated with gender, race, culture, age, class, religion, and other individual differences.	**R.NT.08.EG01** Identify how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	Classroom/LEA/ISD
R.NT.08.02 Analyze elements and style of narrative genres (e.g., historical fiction, science fiction, realistic fiction).	**R.NT.08.EG02** Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	Classroom/LEA/ISD
R.NT.08.03 Analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.	**R.NT.08.EG03** Identify and describe characters' thoughts and motivations, story level themes, main idea, and lesson/moral (e.g., fable) in narrative text.	Classroom/LEA/ISD
R.NT.08.04 Analyze how authors use symbolism, imagery, and consistency to develop credible narrators, rising and falling actions and minor characters.	**R.NT.08.EG04** Identify authors' purposes, and explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal important character traits across a variety of text.	Classroom/LEA/ISD

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INFORMATIONAL TEXT		
R.IT.08.01 Analyze elements and style of informational genre (e.g., comparative essays, newspaper writing, technical writing, persuasive essays).	**R.IT.08.EG01** Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).	Classroom/LEA/ISD
R.IT.08.02 Analyze organizational patterns (e.g., theory, evidence, sequence).	**R.IT.08.EG02** Identify informational text patterns (e.g., problem/solution, sequential, compare/contrast, descriptive).	Classroom/LEA/ISD
R.IT.08.03 Explain how authors use text features to enhance the understanding of central, key, and supporting ideas (e.g., illustrations, author's pages, prefaces, marginal notes).	**R.IT.08.EG03** Identify authors' purposes, and explain how authors use text features (e.g., titles, headings and subheadings, time lines, prefaces, indices, and table of contents) to enhance understanding of informational and functional text.	Classroom/LEA/ISD
COMPREHENSION		
R.CM.08.01 Connect personal knowledge, experience, and understanding of the world to themes and perspectives in the text.	**R.CM.08.EG01** Connect personal knowledge, experience and understanding of the world to themes and perspectives in text in order to make predictions and draw inferences and conclusions.	Classroom/LEA/ISD
R.CM.08.02 Read, retell, and summarize grade level appropriate narrative and informational texts.	**R.CM.08.EG02** Retell and summarize the main ideas and relevant details of grade level appropriate narrative, informational, and functional text.	Classroom/LEA/ISD
R.CM.08.03 State global themes, universal truths, and principles within and across texts to create a deeper understanding.	**R.CM.08.EG03** Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	Classroom/LEA/ISD
R.CM.08.04 Apply significant knowledge from what has been read in grade level appropriate science and social studies texts.	**R.CM.08.EG04** Apply knowledge from what has been read in grade level appropriate science, social studies, and mathematics texts.	Classroom/LEA/ISD

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METACOGNITION		
R.MT.08.01 Independently self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretative discussions (e.g., predicting, constructing mental images representing ideas in text questioning, rereading or listening again if uncertain about meaning, inferring, summarizing).	**R.MT.08.EG01** Self-monitor comprehension when reading or listening to texts by automatically using strategies used by mature readers to increase comprehension, (e.g., predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing).	Classroom/LEA/ISD
R.MT.08.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.	**R.MT.08.EG02** With assistance as needed, plan, monitor, regulate and evaluate skills, strategies, and processes to construct and convey meaning, (e.g., decode unknown words, use graphic organizers to deepen understanding of problem and solution and organizational pattern.	Classroom/LEA/ISD
CRITICAL STANDARDS		
R.CS.08.01 Evaluate the appropriateness of shared, individual, and expert standards based on purpose, context, and audience in order to assess their own work and work of others.	**R.CS.08.EG01** With assistance as needed, develop, discuss, and apply individual and shared standards, (e.g., student and class created rubrics), and begin to self-assess with teacher guidance the qualities of personal or other written text and the accuracy and quality of text.	Classroom/LEA/ISD
READING ATTITUDE		
R.AT.08.01 Be enthusiastic about reading and do substantial reading on their own.	**R.AT.08.EG01** Be enthusiastic about reading for leisure and to gain information.	Classroom/LEA/ISD

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WRITING GENRES		
W.GN.08.01 Write a cohesive, narrative piece that includes appropriate conventions to the genre (e.g., historical fiction, science fiction, realistic fiction) and employ literary and plot devices (e.g., narrator credibility, rising and falling actions, and/or conflict, transitional language, and imagery).	**W.GN.08.EG01** Write a personal narrative that —depicts major story events —uses illustrations to match mood —contains setting, problem/solution, and sequenced events.	Classroom/LEA/ISD
W.GN.08.02 Write an historical expository piece (e.g., journal, biography, simulated memoir) that includes appropriate organization, illustrations, marginal notes, and/or annotations.	**W.GN.08.EG02** Write an informational piece that focuses on a functional activity (e.g., a report, letter, steps in a process) using —descriptive —enumerative —sequential patterns that may include headings, titles, labels, photographs, or illustrations to enhance the understanding of central ideas.	Classroom/LEA/ISD
W.GN.08.03 Formulate research questions that demonstrate critical evaluation of multiple resources and perspectives and arguments/ counterarguments that culminate in a presented, final project.	**W.GN.08.EG03** Use the writing process to produce and present a research project —beginning with a teacher-selected topic —initiating research questions from content area text —using a variety of resources to gather and organize information.	Classroom/LEA/ISD

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WRITING PROCESS		
W.PR.08.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	**W.PR.08.EG01** Set a purpose, consider audience, and replicate authors' styles and patterns when writing narrative or informational text.	Classroom/LEA/ISD
W.PR.08.02 Apply a variety of pre-writing strategies for narrative text (e.g., story maps designed to depict rising and falling actions, roles of minor characters, credibility of narrator) and informational text (e.g., compare/contrast, cause and effect, sequential text patterns).	**W.PR.08.EG02** Apply a variety of pre-writing strategies for both narrative and informational text (e.g., graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, end; problem/ solution; compare/contrast).	Classroom/LEA/ISD
W.PR.08.03 Experiment with various ways of sequencing information (e.g., ordering arguments, sequencing ideas chronologically or by importance).	**W.PR.08.EG03** Write several connected sentences with grade level appropriate grammar, usage, mechanics, and temporary spellings that reflect a close approximation of the sequence of sounds in the word.	Classroom/LEA/ISD
W.PR.08.04 Review and revise their compositions for coherence and consistency regarding word choice, cause and effect, and style, and they will read their own work from another reader's perspective in the interest of clarity.	**W.PR.08.EG04** Use revision strategies to make stylistic changes in content and form to suit intended purpose and audience.	Classroom/LEA/ISD
W.PR.08.05 Edit their writing using proofreaders' checklists both individually and in peer editing group.	**W.PR.08.EG05** Edit and proofread their writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade level appropriate checklist both individually and in groups.	Classroom/LEA/ISD
PERSONAL STYLE		
W.PS.08.01 exhibit individual style to enhance the written message (e.g., in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	**W.PS.08.EG01** Exhibit individual style and voice to enhance the written message (e.g., in narrative text: varied word choice and sentence structure, character description; in informational text: examples, transitions, grammar usage).	Classroom/LEA/ISD

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GRAMMAR AND USAGE		
W.GR.08.01 In the context of their writing, use style conventions (e.g., MLA) and a variety of grammatical structures in their writing including infinitives, gerunds, par ticipial phrases, and dashes or ellipses.	**W.GR.08.EG01** Identify and use subjects and verbs that are in agreement; past, verb tenses; nouns and possessives; commas in a series; and begin use of quotations marks and capitalization in dialogue.	Classroom/LEA/ISD
SPELLING		
W.SP.08.01 Use correct spelling conventions in the context of their own writing.	**W.SP.08.EG01** Spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones) correctly. For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).	Classroom/LEA/ISD
HANDWRITING		
W.HW.08.01 Be legible in their compositions.	**W.HW.08.EG01** Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.	Classroom/LEA/ISD
WRITING ATTITUDE		
W.AT.08.01 Be enthusiastic about writing.	**W.AT.08.EG01** Be enthusiastic about writing.	Classroom/LEA/ISD

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SPEAKING CONVENTIONS		
S.CN.08.01 Use enunciation and stress to emphasize key ideas and concepts when presenting.	**S.CN.08.EG01** Express time relationships using correct verb tenses.	Classroom/LEA/ISD
S.CN.08.02 Use body language (e.g., gestures, posture, facial expressions), tone of voice, and pace of speaking to enhance meaning and influence interpretation when presenting.	**S.CN.08.EG02** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting on the playground and in the classroom.	Classroom/LEA/ISD
S.CN.08.03 Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	**S.CN.08.EG03** Present their work in standard American English if it is their first language (students whose second language is English will present their work in their developing version of standard American English).	Classroom/LEA/ISD
SPOKEN DISCOURSE		
S.DS.08.01 Engage in interactive, extended discourse to socially construct meaning (e.g., book clubs, literature circles, partnerships or other conversation protocols).	**S.DS.08.EG01** Adjust their use of language to communicate effectively with a variety of audiences and for different purposes, such as —getting information —making requests —discussing —making presentations —interacting in the cafeteria, at assemblies and sporting events, and in the classroom.	Classroom/LEA/ISD
S.DS.08.02 Discuss multiple text types in order to explore problems and pose solutions, take a stand on an issue and support it, and identify personally with a universal theme.	**S.DS.08.EG02** Respond to multiple text types by reflecting, making connections, taking a position, and sharing understanding.	Classroom/LEA/ISD

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S.DS.08.03 Discuss their written narratives (e.g., biographies and autobiographies) with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant dialogue, specific action, physical description of characters).	**S.DS.08.EG03** Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., character's thoughts and motivation, setting, plot, story level theme), and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.	Classroom/LEA/ISD
S.DS.08.04 Plan (e.g., outline including introduction, points to be made, a summary, effective conclusion) and deliver an informational presentation that incorporates precise, interesting, vivid language in the active voice, is organized logically to convey the message, includes persuasive non-verbal techniques (e.g., voice modulation, expression, tone, appropriate pace), makes use of rhetorical strategies (e.g., supportive narratives, key information, vivid descriptions) to support the purpose of the presentation and to positively impact the intended audience.	**S.DS.08.EG04** Plan and deliver presentations using an effective informational organizational pattern, such as —descriptive —problem/solution —cause and effect) —supportive facts and —details reflecting a variety of resources.	Classroom/LEA/ISD
LISTENING AND VIEWING CONVENTIONS		
L.CN.08.01 Listen to and view a variety of peer speeches and presentations to analyze for key factors (e.g., main idea, significant details), fact and opinion, bias, propaganda, argumentation, or support.	**L.CN.08.EG01** Respond to questions asked of them, providing an appropriate level of detail.	Classroom/LEA/ISD
L.CN.08.02 Demonstrate the appropriate social skills of audience behavior and critically Examine the verbal and non-verbal strategies in the communication process.	**L.CN.08.EG02** Listen and interact appropriately and view knowledgably.	Classroom/LEA/ISD

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RESPONSE		
L.RP.08.01 React to a speaker's intent and apply a speaker's reasoning to other situations and topics.	**L.RP.08.EG01** Listen to or view and discuss a variety of genres and compare their responses to those of their peers.	Classroom/LEA/ISD
L.RP.08.02 Respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	**L.RP.08.EG02** Listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	Classroom/LEA/ISD
L.RP.08.03 Paraphrase a speaker's main ideas, purpose, and point of view, and they will ask relevant questions about the content, delivery, and purpose of the presentation.	**L.RP.08.EG03** Retell what a speaker said, paraphrasing and explaining the gist or main idea, then extend by connecting and relating personal experiences.	Classroom/LEA/ISD
L.RP.08.04 Analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.	**L.RP.08.EG04** Distinguish between a speaker's verbal and non-verbal communication strategies.	Classroom/LEA/ISD
L.RP.08.05 Respond to multiple texts when listened to or viewed by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal themes, and to offer opinions or solutions.	**L.RP.08.EG05** Respond to multiple text types listened to or viewed by speaking, illustrating, and/or writing in order to reflect, make connections, take a position, and share understandings.	Classroom/LEA/ISD
L.RP.08.06 Evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.	**L.RP.08.EG06** Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).	Classroom/LEA/ISD
L.RP.08.07 Interpret and analyze the various ways in which visual imagemakers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.	**L.RP.08.EG07** Demonstrate awareness that speakers use persuasive and propaganda techniques which often convey false and misleading information.	Classroom/LEA/ISD